

Tanta University  
Faculty of Education

The Internal Bylaw of Faculty of Education at Tanta University  
of Licentiate and Bachelor's Stage

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Sealed by Faculty of Education, Tanta University

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In the Name of Allah, the Most Beneficent, the Most Merciful

Tanta University

Faculty of Education

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## **Introduction**

Nations' progress is estimated with many factors. Human resources are on top of these factors regarding education, health and life. Education is considered the basis of advancement and the core of national security and progress.

Faculties of education with their various roles and different duties are considered the cornerstone for development of education in all its stages. Preparation of teacher is the first priority of these faculties. Hence, preparation of a good teacher participates directly and crucially in improvement of pre-university education whose outputs are the inputs of all higher education.

Thereupon, success of human resources depends on education quality which is determined most significantly by teacher. The state has given great concern to development of faculties of education and allocated a number of development projects to them at the central and local levels. Therefore, Faculties of Education Enhancement Project (FOEP) has been one of the most important projects of higher education development. This project has been intended to make a real breakthrough at faculties of education in a consistent way that includes all their components starting with identification of vision and duties and reaching achievement of comprehensive quality.

## Aspects of Development in the Improved Bylaw

The improved bylaw aims:

- 1- To determine the vision, mission and conceptual framework of Faculty of Education, and to introduce modern curricula in field of specialization and in fields of educational sciences.
- 2- To apply standards of student\teacher, program, performance and Faculty of Education as a whole.
- 3- To develop faculties of education as a consistent system that depends on the idea of integration and interdependence.
- 4- To adopt both integrated perspectives of development; the central perspective and the local one. The central perspective that is applied by the most prominent specialists who are members of scientific committees and sectors' committees, teaching staff from most faculties of education, science and arts in Egypt. The local perspective takes into consideration the peculiarity of each faculty concerning its vision, mission, conceptual perspective, program, etc.
- 5- To prepare teachers for general education and technical education schools as follows:
  - Teacher of preparatory and secondary stages: The teacher is prepared to teach a certain specialization at preparatory school and is specialized in teaching a

certain subject at secondary and technical schools (industrial, commercial and agricultural ones).

- Teacher of primary stage: He is prepared to be a classroom teacher and a teacher of a certain specialization in high grades of primary school.
- Kindergarten teacher

6- To create programs and content of curricula in the light of standards and theoretical methods of development and to abide strictly by the percentage of 75% of specialized curricula and 25% of educational and cultural curricula.

7- To revise created programs and content of curricula by professors and experts to know about their validity and coping with latest findings.

8- To continue work with successive system to offer opportunities to graduates of other faculties who want to work in the profession of teaching.

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9- To give due interest to comprehensive and continuous evaluation through various measurement tools, increasing the percentage of periodic evaluation, and using electronic evaluation.

10- To support infrastructure of the Faculty via establishment of labs and having sets required for

development and making sure that they are used in an optimum way.

- 11- To increase skills of assistant staff through improvement of postgraduate studies and professional development program.
- 12- To have close connection to field through practical training that relies on professional scientific foundations at schools and participation in development of all stages of education.
- 13- To provide suitable atmosphere for advancement through boosting Faculty of Education and encouraging it to take part in College-Based Reform Projects to achieve decentralized development.
- 14- To introduce “Excellence Year” during which Faculty graduates have practical training at schools with joint supervision with Ministry of Education according to both successive and integrated systems.
- 15- To seek to apply principles of performance quality assurance at the Faculty.

## **Academic Criteria for Teacher Preparation at Faculty of Education**

- 1- A graduate chooses the system of his specialization.
- 2- A graduate can do research in the field of the scientific subject.
- 3- A graduate fulfills integration between the scientific subject in field of specialization and other subjects.
- 4- A graduate plans for teaching the scientific subject.
- 5- A graduate is efficient at using effective strategies of teaching and learning to facilitate students' education.
- 6- A graduate designs educational activities and allows students to take part in planning, implementation and evaluation.
- 7- A graduate designs the teaching aids that help him with teaching.
- 8- A graduate uses technology in teaching.
- 9- A graduate understands the aim of evaluation as an approach of education improvement. He can apply it and use its tools.
- 10- A graduate cooperates with school administration and his colleagues in planning and making decision.
- 11- To manage and lead teaching and learning environment to achieve education goal.
- 12- To diagnose cases of academic backwardness and create programs to deal with them.



- 13- To talk, express and write in Arabic and in a foreign language.
- 14- A graduate is aware about Arab culture and issues of Egyptian and Arab community.
- 15- A graduate grasps the most significant international issues particularly those affecting Egyptian community.
- 16- A graduate knows the importance of the teaching profession in building human capacity, sustainable development, and society advancement.
- 17- A graduate abides by ethics of the profession.

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## **First Section**

### **Article (1)**

#### **A) Faculty Vision**

Faculty of Education at Tanta University seeks to be a pioneering and distinguished Faculty in Egypt and the Arab nation. It seeks to benefit from trials of other countries worldwide, to apply technology in all educational and administrative activities, to exchange experience with developed countries, and to enhance cultural and scientific relations with other universities as well as Arab and foreign scientific institutions.

#### **B) Faculty Mission**

It is to graduate teachers in different scientific specializations, to help them acquire good values and to enable them to use the latest methods of teaching, evaluation, educational activities and technological tools. Moreover, it aims to develop teacher and prepare him scientifically, culturally, intellectually and ethically based on results of scientific research conducted by the Faculty. In addition, it takes part in improvement of local community and creating a mechanism for continuous development and comprehensive quality.

## **Strategic Objectives of the Faculty**

The main goal of development of faculties of education is to make a comprehensive upgrade of these faculties that copes with international scientific and professional advancements taking into consideration the Egyptian peculiarity and the uniqueness of each Faculty according to its special environment depending on a systematic basis, efficiency of teaching and learning, and comprehensive quality as a development approach.

The following objectives stem from this goal:

- 1- To follow up scientific advancements and foreign experience adopted in visions of faculties of education and systems of teacher's preparation these faculties use, and to cope with recent developments related to scientific specializations and professional preparation taking into consideration the cultural peculiarity.
- 2- To adopt a scientific educational perspective that increases cooperation between different departments and inside each scientific department to achieve unity of knowledge and interaction between specializations.
- 3- To give interest to the practical applied dimension that focuses on acquiring skills and preparation of student\teacher who is able to deal effectively with students and to find out their abilities and efficiency in learning.
- 4- To help student\teacher the basics of scientific research in the field of specialization and area of education.

- 5- To inform student with issues of his community and environment and international issues via presenting them and encouraging him to think, analyze and explain them in addition to teaching him his language and foreign languages that enable him to read about his heritage, his civilization and other civilizations.
- 6- To help student acquire good values and exemplary behavior that is derived from his religion, society, customs and traditions.
- 7- To enable student to use modern technology in teaching and in practical life.

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### Article (2)

Faculty Departments: The Faculty consists of the following Departments:

1- Department of Educational Foundations

It is specialized in teaching the curricula that have the code of (EDU).

2- Department of Comparative Education and Education Administration

It is specialized in teaching the curricula that have the code of (COMP).

3- Department of Educational Psychology

It is specialized in teaching the curricula that have the code of (PSY)

#### 4- Department of Mental Health

It is specialized in teaching the curricula that have the code of (MH)

#### 5- Department of Curricula and Teaching Methodology

It is specialized in teaching the curricula that have the code of (CURR)

#### 6- Department of Arabic Language and Islamic Studies

It is specialized in teaching the curricula that have the code of (ARA)

#### 7- Department of Foreign Languages

##### a) English Language

It is specialized in teaching the curricula that have the code of (ENG)

##### b) French Language

It is specialized in teaching the curricula that have the code of (FRA)

##### c) German Language

It is specialized in teaching the curricula that have the code of (GER)

#### 8- Department of Kindergarten

It is specialized in teaching the curricula that have the code of (KIN).

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Article (3)

Divisions: The Faculty includes the following divisions and specializations

a) General and Technical Education Divisions:

| No. | Division  | No. | Division                                       |
|-----|---|-----|--|
| 1   | Division of Arabic Language and Islamic Studies | 2   | Division of English Language                   |
| 3   | Division of French Language                     | 4   | Division of German Language                    |
| 5   | Division of History                             | 6   | Division of Geography                          |
| 7   | Division of Philosophy and Sociology            | 8   | Division of Psychology                         |
| 9   | Division of Mathematics                         | 10  | Division of Physics                            |
| 11  | Division of Chemistry                           | 12  | Division of Biological and Geological Sciences |
| 13  | Division of Commercial Education                | 14  | Division of Agricultural Education             |
| 15  | Division of Industrial Education                |     |  |

## b) Elementary Education Divisions:

| No. | Division  | No. | Division                              |
|-----|---|-----|---------------------------------------|
| 1   | Division of Arabic Language and Islamic Studies | 2   | Division of English Language          |
| 3   | Division of Social Studies                      | 4   | Division of Mathematics               |
| 5   | Division of Science                             | 6   | Division of Special Education Teacher |
| 7   | Division of Computer Teacher                    | 8   | Division of Adult Literacy Teacher    |
| 9   | Division of French Language                     |     |                                       |

## c) Kindergarten Division

Article (4)

Faculty Council undertakes deputizing persons who teach academic curricula that are not included in specializations of the mentioned departments.

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Article (5)Scientific Degrees

Upon request by Council of Faculty of Education, University Council grants the following scientific degrees:

1- The Licentiate degree in Arts and Education in one of the following specializations:

| No. | Specialization                      | No. | Specialization   |
|-----|-------------------------------------|-----|------------------|
| 1   | Arabic Language and Islamic Studies | 2   | English Language |
| 3   | French Language                     | 4   | German Language  |
| 5   | History                             | 6   | Geography        |
| 7   | Philosophy and Sociology            | 8   | Psychology       |

2- The Bachelor's degree in Science and Education in one of these languages: Arabic, English or French, in one of the following specializations according to the subjects studied by the student:

| No. | Specialization | No. | Specialization                     |
|-----|----------------|-----|------------------------------------|
| 1   | Mathematics    | 2   | Physics                            |
| 3   | Chemistry      | 4   | Biological and Geological Sciences |

3- The Licentiate degree in Arts and Elementary Education in one of the following specializations:

| No. | Specialization                      | No. | Specialization   |
|-----|-------------------------------------|-----|------------------|
| 1   | Arabic Language and Islamic Studies | 2   | English Language |
| 3   | Social Studies                      | 4   | French Language  |



4- The Bachelor's degree in Science and Elementary Education in one of the following specializations:

| No. | Specialization | No. | Specialization |
|-----|----------------|-----|----------------|
| 1   | Mathematics    | 2   | Science        |
| 3   | Computer       |     |                |

5- The Bachelor's degree in Childhood and Kindergarten Education

6- The Bachelor's degree in Education in:

| No. | Specialization       | No. | Specialization               |
|-----|----------------------|-----|------------------------------|
| 1   | Commercial Education | 2   | Agricultural Education       |
| 3   | Industrial Education | 4   | Literacy and Adult Education |

7- The Licentiate degree in Arts and Elementary Education (Special Education) in one of the following specializations:

| No. | Specialization                      | No. | Specialization   |
|-----|-------------------------------------|-----|------------------|
| 1   | Arabic Language and Islamic Studies | 2   | English Language |
| 3   | Social Studies                      |     |                  |

8- The Bachelor's degree in Science and Elementary Education (Special Education) in one of the following specializations:

| No. | Specialization | No. | Specialization |
|-----|----------------|-----|----------------|
| 1   | Mathematics    | 2   | Science        |

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## **The Second Section**

### **The First University Degree**

#### **The Licentiate Degree in Arts and Education**

#### **The Bachelor's Degree in Childhood and Kindergarten Education**

#### **Article (6)**

#### **Enrollment Conditions**

- 1- To enroll a student in the first university degree; the Licentiate degree in Arts and Education or the bachelor's degree in Childhood and Kindergarten Education, the following conditions must be met:

- a) A student must fulfill acceptance conditions set out by the Supreme Council of Universities.
  - b) He has to have gained General Secondary Certificate or an equivalent qualification.
  - c) Full-time study at the Faculty is a must.
  - d) A student must pass the medical examination that proves his bodily readiness for practicing the profession of teaching.
- 2- Students who gained General Secondary Certificate from language schools in divisions that are counterpart to their majors and students who graduated from technical schools; agricultural, industrial or commercial ones, can be accepted according to the conditions determined by the Supreme Council of Universities.

#### Article (7)

- 1) The Faculty can establish open education divisions after taking required measures.
- 2) The Faculty can establish divisions where education is in foreign languages in order to graduate a teacher qualified for language schools after taking required measures.
- 3) Faculty Council can suggest granting the Bachelor's degree in Science and Education for fees in the following specializations:

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### Article (8)

#### Study System:

Study at Faculty of Education is theoretical and practical. Duration of study to gain the first University degree mentioned previously in Article (6) is four academic years (eight semesters). Study is according to the system of semesters. The academic year is divided into two semesters; each one of them is no less than 15 weeks.

### Article (9)

- 1- A student is transferred from one academic year to the next one if he succeeds in all curricula or if he failed two curricula as a maximum. A student has to take exams in the curricula he failed in addition to studying the academic year to which he was transferred taking into consideration the stipulation of Article (12) item 7.
- 2- Fourth year students who failed one or two curricula take second round exams during September in the same year.

### Article (10)

#### Language of Education

- 1- Language of education in all academic divisions is the Arabic language except the specialized curricula in divisions of foreign languages.

### Article (11)

#### Punctuality

A student abides by attending 75% of the practical and theoretical lessons of each academic curriculum. If a student's attendance is less than this percentage, he is deprived of taking the exam based on a decree by Faculty Council and a report by the professor who teaches the subject. This report must be ratified by specialized Department Council.

### Article (12)

#### a- System of Evaluation and Exams

The full mark of each curriculum is 50 marks for each theoretical hour in addition to 25 marks for each hour of discussion, applying, practical or oral.

The marks are distributed as follows:

- 1- A student has to get 30% at least out of the total marks of the final written exam in order to succeed in a curriculum.
- 2- As for exam sheet that includes two curricula, a student has to get 30% at least of the total mark of the exam sheet as a whole.
- 3- A student who did not attend the written exam is considered absent in the whole curriculum and he has to take all his exams if he is entitled to take exams.
- 4- The period of the written exam at the end of the semester in any curricula in all divisions and years is as follows:

- a- Two hours for the subject whose theoretical teaching hours are less than 3 hours.
  - b- Three hours for the subject whose theoretical teaching hours are 3 hours or more.
- 5- Committees of written exams include two teaching staff members at least and two or three members of oral and practical exams.

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- 6- A student who fails field training at schools or other educational institutions is not allowed to apply for exams and restudies the academic year.
- 7- Student's evaluation in practical education is as follows:  
50 marks are given by supervisor of the practical education group, 20 marks by school administration and 30 marks by supervisor of the specialization.

### Article (13)

A student succeeds only if he gets 60% at least of the full mark of this curriculum provided that he gets 30% at least of the marks allocated for the written exam. A student's success in academic curricula is estimated. The general estimation of each of the four years and the accumulative total is as follows:

- Excellent      from 90% to 100%
- Very Good    from 80 % to less than 90%
- Good            from 70% to less than 80%
- Fair             from 60% to less than 70%

- Poor from 40% to less than 60%
- Very Poor Less than 40%

A student is granted an honor degree if his final estimation is excellent or very good provided that his general estimation in any academic year is not less than very good and that he does not fail any curriculum in all academic years.

### Article (14)

#### Field Training

- 1- Field training is a basic component of teacher preparation program. It is the crucible where other specialized and educational components merge together.
- 2- Field training aims to give students specialized, educational, professional and cultural efficiencies. These efficiencies include knowledge, trends, and planning, implementation and evaluation skills. Thus, they will be able to do their duties as efficient teachers, mentors and supervisors. Field education experience includes:
  - Field training in the third year for one day a week and a whole week at the end of each semester.
  - Field training in the fourth year for one day a week and a whole week at the end of each semester.
  - The training day is four continuous hours.

The full mark of field training is 100 marks that are added to student's marks at the end of the year. These marks are distributed as shown in Article 12, item 7.

- Micro teaching.
- Field training in the field of kindergarten is according to the attached academic plan.

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- 3- All teaching staff members of educational and specialized subjects take part in supervising students and guiding them in field training.
- 4- Department of Curricula and Kindergarten organizes field training under supervision of Faculty Vice Dean for Education and Student Affairs; each one in his specialization. The department chooses the schools where students will be trained and the supervisors who can help supervise students and who are specialized in educational and specialized sciences.

### Article (15)

#### Transitional Provisions:

Provisions of this bylaw apply to first year new students who join the Faculty in the academic year that comes directly after issuance of this bylaw. As for students who restudy the first year and students who are transferred to higher years, the bylaw according to which they were accepted applies to them till their graduation.



### Article (16)

A student studies in each specialization the educational, cultural and specialized curricula that are shown in the attached tables. The full marks of these curricula are as mentioned in the attached tables.

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